BASES OF THEORY OF MANAGEMENT OF EDUCATIONAL SYSTEMS

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ABSTRACT

The educational system can be considered as a system of interdisciplinary nature - a pedagogical, economic, social and organizational system in which the educational process is primary (training and education), all other processes play an auxiliary, supporting role. Indeed, if in industry, construction, etc. Since basic (technological) processes are inseparable from economic and other processes, this is not so in education. All other processes are auxiliary.

Key words: Educational systems: definition; educational networks and complexes; specificity of educational systems; pedagogical activity and organization; structure of the theory of management of educational systems; Components; educational systems management theory; principles of educational systems management; the concept of modernization of vocational education.

INTRODUCTION

The managerial activity of the teacher is to organize the educational activities of the student (s).

Management objectives are to achieve the required results of the student (s).

Criteria for management effectiveness. In accordance with the approaches of the modern theory of control, the effectiveness of control is determined by the effectiveness of the state in which the controlled system was under the influence of this control. In relation to the pedagogical system, the effectiveness of the managerial activity of the teacher is determined by the effectiveness of those results of the student's activities that he achieved as a result of the pedagogical (managerial) impact.

MATERIAL AND METHODS

Features of professional pedagogical activity

- 1. The managerial activity of the teacher, ie activities for the organization of educational activities of the student (s).
- 2. The teacher is the most important source of student socialization. In the broadest sense, the teacher is an example of Man.
- 3. The teacher must constantly learn for himself. The third feature of pedagogical activity is constant self-development. Teacher "and the boss, and the actor, and the student."

The aim of the educational system is to coordinate, satisfy and accelerate the formation of demand for educational services and graduates within the framework of the specified requirements for the quality of education (including state educational standards), institutional and demographic restrictions, as well as the existing resource support, at the territorial, sectoral and level aspects.

The specifics of systems of an interdisciplinary nature:

- Independent goal-setting, purposeful behavior (deliberate distortion of information, failure to fulfill obligations, etc.)
 - Reflection (non-trivial mutual awareness, foresight, role exchange effect, etc.)
- Limited rationality (decision making in conditions of uncertainty and restrictions on the amount of information processed)
 - Cooperative and / or competitive interaction (coalition formation, informational and other opposition)
 - Hierarchy
 - Multicomponent
 - Distribution

Results and discussion.

The educational system is an institute of systematic translation of culture (that is, its "product" is an educated person). Education is a "cast" of society, that is, it reflects the views, attitudes, living conditions in every country and in every historical period. What can not be said to the same extent about all other sectors of the national economy.

Education covers the whole life of a person from the prenatal (prenatal) period to death. Education comes from many sources - parents, teachers, the media, the streets, etc. (according to the principle of oriental wisdom: "every person is a teacher to you").

The educational system is an artificial system, that is, created by man. The educational system is open, that is, interacting with other systems.

The educational system is characterized, firstly, by a certain inertia, conservatism, the characteristic times of the system (for example, the planned duration of training), as a rule, exceed the characteristic times of the change in the external environment (for example, the time of changing the requirements for the content of education or the competencies of graduates). Secondly, there is a primacy of social goals (the dominance of economic efficiency can lead to a decrease in the quality or accessibility of education). In addition to the listed signs, having analyzed the work on education management, we can add that the educational system, as a rule, is professional, hierarchical, focused, dynamic, adaptive, developing, etc.

Principles of managing the educational environment

- 1. The principle of hierarchy;
- 2. The principle of unification;
- 3. The principle of focus;
- 4. The principle of accessibility;
- 5. The principle of free;
- 6. The principle of responsibility;
- 7. The principle of non-interference;
- 8. The principle of public administration;
- 9. The principle of self-development;
- 10. The principle of completeness and optimality;
- 11. The principle of regulation of management activities;
- 12. The principle of feedback;
- 13. The principle of adequacy:
- 14. The principle of efficiency;
- 15. The principle of leading reflection;
- 16. The principle of adaptability;
- 17. The principle of rational centralization;
- 18. The principle of democratic governance;
- 19. The principle of coherent management.

Principle 1 (hierarchy). The hierarchy of the education management system should correspond (should not contradict, that is, the correspondence may not be unambiguous), on the one hand, the hierarchy of the executive power system, and, on the other hand, the hierarchy of territorial educational needs (territorial segments of educational services markets and labor markets).

Principle 2 (unification). Educational systems of all levels should be described and considered in the framework of a single approach (both in terms of the parameters of their models, and in terms of performance criteria), which does not exclude, however, the need to take into account the specifics of each particular OS.

Principle 3 (focus). The aim of the educational system is to coordinate, satisfy and accelerate the formation of demand for educational services and graduates within the framework of the specified requirements for the quality of education (including state educational standards), institutional and demographic restrictions, as well as the existing resource support, at the territorial, sectoral and level aspects.

Principle 4 (accessibility). From the point of view of transport accessibility (for the population), the main structural element of the OS is the territorial network.

Principle 5 (free). The most important institutional constraint is the obligation of the OS to exercise the right of citizens to free education.

Principle 6 (liability). Each education management body is responsible for the quality of educational services provided by the OS managed by it.

Principle 7 (non-interference). The intervention of the governing body at any level occurs if and only if the OSs directly subordinate to it do not provide the implementation of the complex of necessary functions.

Principle 8 (public administration). The management of the education system should be aimed at the maximum involvement of all interested actors (society, public authorities, individuals and legal entities) in the development of the education system.

Principle 9 (self-development). One of the control actions is a change in the OS control system itself (which, being induced from the inside, can be considered as self-development, so necessary in the current conditions of significant OS autonomy).

Principle 10 (completeness and optimality). The proposed set of measures should ensure the achievement of goals (requirement of completeness) in an optimal (and / or acceptable) way.

Principle 11 (regulation of management activities). Management activities should be regulated.

Principle 12 (feedback). Effective management requires information on the state of the managed system and the conditions of its functioning, and the implementation of any control effect and its consequences should be monitored, controlled by the governing body.

Principle 13 (adequacy). The control system (its structure, complexity, functions, etc.) should be adequate (respectively, to the structure, complexity, functions, etc.) of the managed system.

Principle 14 (efficiency). This principle requires that, in real-time management, the information necessary for making decisions arrives on time, that management decisions themselves are made and implemented promptly in accordance with changes in the managed system and the external conditions for its functioning. In other words, the characteristic time for the development and implementation of managerial decisions should not exceed the characteristic time for changes in the managed system (that is, the control system should be adequate to the controlled processes in terms of the speed of their changes).

Principle 15 (anticipatory reflection) - a complex adaptive system predicts possible changes in significant external parameters (the "principle of anticipatory reflection" by PK Anokhin claims that a complex system does not respond to external influences in general, but to the first link that has been repeated many times (in the past)) a series of external influences). Therefore, in the development of control actions, it is necessary to predict and anticipate such changes.

Principle 16 (adaptability). If the principle of leading reflection expresses the need to predict the state of the managed system and the corresponding actions of the governing body, the principle of adaptability states that, firstly, when making management decisions, it is necessary to take into account the available information about the history of the functioning of the managed system, and, secondly, once the decisions are made should be periodically (see the principle of efficiency) reviewed in accordance with changes in the state of the managed system and the conditions for its functioning.

Principle 17 (rational centralization) states that in any complex multi-level system there is a rational level of centralization of management, resources, etc.

Principle 18 (democratic governance). It is sometimes called the principle of anonymity. This principle is to ensure equal conditions and opportunities for all participants in the system without any a priori discrimination in obtaining informational, material, financial, educational and other resources.

Principle 19 (harmonized management). This principle reflects the requirement that control actions within the existing institutional constraints should be as consistent as possible with the interests and preferences of managed entities.

Based on the fact that professional education (PO) is aimed at meeting the needs of four subjects / objects (customers and consumers of educational services):

- personality;
- society, state;
- production;
- the software system itself,

The main areas of software system development will accordingly be:

- 1. Humanization of education (focus on the individual);
- 2. Democratization of education (focus on society, state);
- 3. Advanced education (focus on production);
- 4. Continuing education (focus on the software system).

CONCLUSIONS

In the vocational education management system, there are interests of the managed entities of unification, self-development, accessibility, responsibility, non-interference, self-development, adequacy, efficiency, adaptability, etc. In this educational process, the following principles can be indicated as the quality of management of educational systems;

- 1. Division of labor
- 2. Authority and responsibility
- 3. Discipline
- 4. One-man management
- 5. The unity of direction (direction)
- 6. Subordination of personal (individual) interests to general
- 7. Remuneration of staff
- 8. Centralization
- 9. Scalar chain (hierarchy)
- 10. Order
- 11. Justice
- 12. Workplace stability for staff
- 13. Initiative
- 14. Corporate spirit

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